

Student Learning Outcomes

Music-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

A.A. Degree in Music

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

- * Observe and analyze artistic examples of written and performed music
- * Develop the skill to execute similar musical examples
- * Develop fluency in the language of the discipline
- * Exercise creativity
- * Critically evaluate their own progress and development
- * Synthesize all the above skills in performance

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students in the majority of music classes participate in performances where they demonstrate oral communication through music. Some of these performances are public concerts, others are in-class performances of musical compositions. The students' also demonstrate skills in written communication in their music work (written in musical NOTES).

Students in music history courses write papers which demonstrate their written communication skills.

ii. Scientific and Quantitative Reasoning

There is a great deal of logical reasoning necessary when listening to music and having to write down what you hear. There are complex relationships which have to be analyzed, identified, and notated.

iii. Critical Thinking

All rehearsal and performance requires non-stop critical thinking: a student must continuously be listening and evaluating their rhythm, pitch, dynamics, articulations, tone, intonation, phrasing, stylistic appropriateness, and musical expression, in order perform the music correctly and in a musically artistic way.

Students who are in music theory and ear training courses must solve complex musical

problems requiring critical thinking on many levels, through observation, solution, and analysis, including creation and resolution of dissonance, dealing with multiple voices simultaneously, complex harmonic and contrapuntal textures, movement from one key to another, judging which of many possible solutions is most appropriate for the problem presented.

iv. Problem Solving

See previous question.

v. Information Literacy

Music has two courses designed for technological information literacy in music. The first is Music 116, Desktop Musician, which teaches students how to use a computer to create and record music. The second is a brand new course offered for the first time this semester, Music 139, Music Notation at the Computer, which teaches music student how to notate their musical projects in a sophisticated music notation program, allowing them to make publishable quality musical scores.

While not required for the degree, these courses teach skills which are necessary for musicians to function in the 21st century. We are considering making the notation course a requirement.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

All three courses, Music 101, 102, and 105 address these outcomes.

ii. Scientific and Quantitative Reasoning

n/a

iii. Critical Thinking

Yes, all three courses address critical thinking.

iv. Problem Solving

Our general education music courses do not specifically address problem solving. However other courses in the discipline require this skill, such as music theory.

v. Information Literacy

Students in these courses may use the internet to do research for their papers, but there is no information literacy requirement in the class.

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

We are in the process of revising all of our course outlines to include SLOs.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

The department chair has written a sheet of syllabus guidelines, including SLO's, and we have established a binder in the music office for all faculty syllabi.

3. Assessment:**i. How often do you assess these SLOs?**

Every assignment, test, rehearsal, and performance assesses these SLOs daily.

3. Assessment:**ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.**

We assess critical thinking skills pretty much every minute of every day in our classes, as this is one of the primary elements of music making.

3. Assessment:**iii. What improvements have you made or do you plan to make in the future?****3. Assessment:****iv. What do you plan to assess this year? Who will you assess? How will you assess?**